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| ndcrest_m | **SCHOOL OF EDUCATION****LESSON PLAN** (All school experiences other than Internship) |

### LESSON ORGANISATION

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| **Year Level:** Years 4/5 **Time**: 50mins (1:30pm-2:20pm) **Date**: 15th/01/2009  **Learning Area**: Society and Environment | **Students’ Prior Knowledge:**   * Know how to manoeuvre around myclasses and powerpoint * Understand the basics of slangs (re English) * Limited knowledge of Australiana i.e. popular culture |
| **Lesson Topic**: Australian culture |  |
| Based on Curriculum Framework:  **Circle Value/s to be taught: 1 2 3 4 5 Indicate Value/s aspects: 1.1 & 3.3** | |
| **Overarching Learning Outcomes (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13** | |
| Based on Progress Maps/Outcomes & Standards Framework  **Outcome Level Description:** | |
| Based on Curriculum Guide/Elaborated Curriculum Guide, DET Syllabus or RE Syllabus  **Lesson Objectives (i.e. anticipated outcomes of this lesson, in point form)**  *As a result of this lesson, students will be able to:*     * Understand the meaning of some Aussie slangs * Demonstrate the ground facts of an Aussie culture * Know that there is a diversity from different ethnic backgrounds in creating an Aussie identity * Be able to relate to own experiences | |
| **Teacher’s Prior Preparation/Organisation:**   * Myclasses page * The interactive whiteboard * Powerpoint * Lesson plan * Inspiration | **Provision for Learner Diversity/Educational Risk**:   * Johnny has been struggling with the powerpoint and so we will revise through using powerpoint. |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | |
| **Assessment of Lesson Objective and Suggestions for Improvement**: | |
| **Teacher self-reflection and self-evaluation**: | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time**  5mins  4 mins  6mins  8mins  2mins  5mins | **Motivation and Introduction:**  Ask students a question: “Does anyone know what a *True Blue Aussie* is?” Then discuss the question.  On the interactive whiteboard, the students will be shown a list of Aussie slangs on one side and on the other side the meanings. But the thing is that they are all jumbled up. And as a group, they will be asked which slang belongs with which meaning. After deciding, one person will be asked to come up and draw a connecting ling with the matching slang and meaning.  **Lesson Steps** (Lesson content, structure, strategies & key questions):  Ask students a question: “What national day is coming up, it’s a public holiday?” Then discuss the question briefly.  Watch a short film: ‘Waltzing Matilda’  After watching film, ask class to think about the song and what the images mean to them. Any images motivate you? Any symbolise Australia?  Go back to desks and answer discussion questions.  (Collaborative brainstorm exercise) then go back on the mat to discuss and put ideas together.  Students put input about why this is important to them and why it’s inspiring.  Use Inspiration as a brainstorming tool.  This then leads to powerpoint activity.  **Lesson Closure:**  Explain what would happen next in an actual lesson (we would explain which activity to do, revision on using powerpoint, examples shown and where all relevant info is found.)  Get the class to go to our discussion board and comment. | **Resources/References**  Interactive whiteboard and pen  Interactive whiteboard  Use ‘Inspiration program on comp’ |